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JOURNAL of EDUCATION

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ISOBEL R. LAY, MANAGING EDITOR

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EDITORIALS

Which Is the Best Joke?

CHICAGO, on June 12, had a "Chicago Citizens' Sampling Day for the Public Schools." Three thousand teachers attended the meeting, and fourteen hundred more asked for tickets, but there was no room for them. Fifteen prominent citizens sat at the school desks and with the ninety children tried the thirty-seven tests. There has been nothing like this even in Chicago before. We give the twenty-fourth test. It was on "Humor":—

"I have read that Wm. Burnham, the eminent psychologist, maintains, what many of us hoped was true, that abundance of laughter is essential to the proper development of every healthy human being. Why not have school exercises in clean humor?"—Clifford W. Barnes.

Which is the best joke: A, B, C, D, or E?

A. "Mother," said a little boy after coming from a walk: "I've seen a man who makes horses." "Are you sure?" asked the mother. "Yes," he replied. "He had a horse nearly finished when I saw him; he was just nailing on his back feet."

B. Mother: "Billy, why are you making your little brother cry?" Billy: "I'm not. He's dug a hole and he's crying because he can't bring it into the house."

C. The kindergarten teacher asked one of her young pupils what the eyes were for, and was promptly answered: "To see with." Another was asked what the nose was for, and the answer was correctly given. Then she asked the little daughter of Mr. and Mrs. Paul Watts: "What are your ears for?" The child replied: "To keep clean." She got a 100 mark.

D. Mother: "Where has Owen gone?"

Father: "Well, if the ice is as strong as he thinks it is, he has gone skating; if not, he has gone swimming."

E. Teacher: "Now, children, suppose a man gives me a blow which knocks me down: my head strikes the pavement with great force and I am killed. What is the consequence?"

Glorious Vanderbilt

WAS there ever anything more wonderful in human endeavor than the achievement of Vanderbilt University of Nashville in forty years? She was the first collegiate institute in the South to establish and maintain high scholastic standards, and she has sent out, scholastically trained, five hundred clergymen, a thousand teachers, a thousand lawyers, three thousand physicians, eleven Congressmen, two United States Senators, sixty-five judges, nine governors, fifty-one college presidents. Of its sons, one is the United States Commissioner of Education, one is permanent Secretary of the American Medical Association, one is head of the largest banking firm in the South, one is president of one of the largest steel corporations in the world, one is the head of the largest shoe manufacturing concern in the world, one is president of the National Association of Manufacturers, one is a member of the Supreme Court of the United States, two have been presidents of important railroad corporations, one has been president of the American Bar Association and was for many years director of the Pan-American Union, one has been Attorney-General of the United States.

Our issues of July 15 and 22 will contain the editor's report of the Philadelphia meeting of the National Education Association.

Boston University Prominence

THE election of Dr. Homer E. Wark of Boston University as president of West Virginia Wesleyan College, Buckhannon, calls attention to the fact that Boston University has the distinction of having had more of its faculty elected to college and university presidencies than any other American University in the same length of time—the president of the University of Denver, of Allegheny College, of DePauw University, as well as of West Virginia Wesleyan College. The School of Education, which graduated only five students seven years ago, graduates one hundred and twenty-seven this year, and its extension courses not only cover all the New England states but it has had an extension class of some two hundred in both Yonkers, New York, and in Newark, New Jersey.

A thousand words have been added to the vocabulary of youth since the beginning of the World War.

"Teaching as a Profession"

["Teaching as a Profession." By M. J. Walsh, Indiana, Pennsylvania, State Teachers College. New York: Henry Holt & Company.]

PROFESSOR WALSH has approached a vital subject intelligently and skilfully. He has taken a high as well as a broad view of the profession of teaching. He lifts it entirely above occupation or trade, puts a muffler on commercialism without putting a dimmer on the practical side of the teacher's life. He magnifies sentiment without a suspicion of sentimentalism. He emphasizes the service side of the teacher's life without giving comfort to those who would shirk responsibility as parents or taxpayers.

Professor Walsh insists that it is important that the teacher's professional character is standardized as much as is the character conduct of pupils. He considers a teacher's knowledge of professional ethics as essential a part of his training equipment as any skill in subject method. The book is a noble pioneer in a new field of human responsibility.

The Dalton Plan

MISS HELEN PARKHURST'S creation and promotion of "Education on the Dalton Plan" has been one of the International American achievements with no questionable undertow. Although purely American it first attracted attention in England, where Miss Parkhurst made her first demonstration of the popular hold the Dalton Plan could have on the general public in July, 1922. Miss Parkhurst returned to the United States, and the report of the fabulous reception of her message in England at once attracted attention here, and by 1923 the Dalton Plan was in action in seven languages, and in 1924 it was functioning in fourteen languages. In 1925 there was work on the Dalton Plan under the direction of Miss Parkhurst's own teachers in Pennsylvania University, West Virginia University, Teachers College, Columbia University.

High School Band Association

FOSTORIA, Ohio, F. H. Warren, superintendent, whose high school band was the national champion last year, was surpassed this year by the high school band of Joliet, Illinois, H. Ambrose Perrin, superintendent, and after the winning at Fostoria, which completed the winning over twelve clubs, representatives of these clubs organized the National High School Band Association, and started a campaign for fifteen thousand members. The purpose is to promote instrumental music in public schools and standardize the contests.

Dr. William Burnham Retires

DR. WILLIAM BURNHAM, for thirty-six years a professor in Clark University, Worcester, has been publicly honored as "Scientist, Philosopher and Friend" by the trustees, faculty, alumni, public-spirited citizens of Worcester and educators from a wide arena.

Dr. Burnham has had an inestimable influence on Clark University, on the city of Worcester, on New England and on progressive education far and wide. He is a rare combination of a scientist and philosopher. He has always done his own thinking, and, unfortunately, has all too little broadcasted his wisdom. Modesty would be a virtue for some schoolmen, but comes very near being a vice when a scientific scholar and an educational philosopher uses modesty as a muffler on his wisdom.

A Real Educational Psychology

["The Psychology of Social Institutions." By Charles Hubbard Judd. New York: The Macmillan Company.]

DR. JUDD'S "Psychology of Social Institutions" is to individualist psychology what the telescopic camera is to opera glasses; what the spectroscope is to a pocket microscope.

"The Psychology of Social Institutions" is as far above puttering with individual mental tricks as the present knowledge of the heavens is above the attempt to account for celestial conditions on the theory that the earth was the centre of the universe.

Indeed the scheme to make the study of a child's daily mental action into an "Educational Psychology" has many resemblances to the theory that the earth was first created and then the solar system and the universe were an after thought. It reminds one of the theologian who insisted that the first sentence in the Bible should be rewritten, and instead of saying: "In the beginning God created the heavens and the earth," it should be made to read "In the beginning God created the EARTH and the heavens."

Tools have not made civilization. The difference between the iron age and the stone age, the electric and the steam age, the celestial mechanics and the atomic mechanics, the telegraphic and spectroscopic revelations are purely psychological functioning of intelligence.

Dr. Judd makes it clear that one fatal weakness in the "Psychology" of William James is the fact that he failed utterly to make the creation of language a psychological functioning. Number is purely a mental creation.

The Magna Charta was a psychological creation, as was the "Declaration of Independence." "The Sermon on the Mount" is a psychological triumph. The success of the Allies in November, 1918, was a psychological conquest, as the collapse of the German cause was a psychological collapse.

We have seen no work on psychology that compares with Dr. Charles Hubbard Judd's "The Psychology of Social Institutions." It is the educational masterpiece of the times.

Creager to New York University

DR. J. O. CREAGER comes from the State University of Arizona to the School of Education, New York University, with Dean John W. Withers. This is one of the important educational transfers of the season. Dr. Creager has been on the Summer School Faculty of New York University for two years, and it has been an open secret in educational circles for some time that he was likely to be invited to join the faculty of the New York University, but there were reasons which made his acceptance doubtful. Dr. Creager is greatly attached to Arizona, and the urge to stay there was great. He had made a notable success of his brief service at the State Teachers College at Flagstaff, and no one has been of greater professional educational influence in the state than has Dr. Creager at Tucson, and it does seem almost tragic for him to leave now.

On the other hand he is especially needed in New York when Dr. Withers is magnifying the professional work of the University. Dr. Creager's relation to the Inter-mountain Region by his state work in Wyoming and his later achievement in Arizona will bring to New York a spirit and national influence such as no one else could bring. Dr. Creager's personality will mean more to New York than can be stated in words.

Interesting College Vision

By A. E. WINSHIP

PAVING the way for a decidedly new attempt in American education in the effort to secure better educational results Claremont College has been incorporated at Claremont, California. This new institution is established by Pomona College as the central corporation around which it is proposed to develop a group of affiliated colleges.

Thirty-eight years ago Pomona College came into being in a new and sparsely settled community. At that time there was little intimation of the growth of the region or of the growing importance of the place which the college would be called upon to fill. The fact that it has been strictly limited since 1915 to a student body of 750, although involving a serious problem of selection has given it a distinct educational advantage.

In the face of strong pressure to enlarge beyond its facilities the authorities of the institution have consistently stood for quality as against quantity, maintaining high standards both of scholarship and of character. This record is its outstanding contribution to the life of the Southwest.

In building for the future Pomona College has been unwilling to consider any plan which would compromise its standards. The best educational ends, it is felt, must be subserved at all costs.

With this point of view persistently in mind, President James Arnold Blaisdell has proposed a plan which promises not only to conserve the standards already maintained but to be a unique forward movement in the effort to offer the largest possible educational advantages. This plan proposes that to the special values of the smaller college shall be added the facilities of a group of institutions, contributing to society a better educational product than has heretofore been possible.

More familiarly the proposed plan is known as a group of "affiliated colleges" which would use certain common facilities, larger and more complete than could otherwise be justified, and at the same time maintain their own individuality and charm. In the segregation of students into smaller organized units lies the perpetuation of small college ideals, but to it there would be added the advantages of larger and more costly facilities such as a great library which would greatly enhance the work of the individual units.

Under such an organization the emphasis would be upon the residence life of the students with a twenty-four hour environment as against an emphasis upon only the classroom.

Obviously the development will move forward as problems arise and can be solved, no effort being made to follow any preconceived type either of the old or new world. There is, however, a singular opportunity in the environment in which Pomona College finds itself to try out such a plan under plastic conditions.

The first public statement that this educational plan might ultimately be perfected was presented by Dr. William Bennett Munro of Harvard University in an address given at the Pomona College commencement last June. In company with President Blaisdell, Dr. Munro advocated the plan of affiliated colleges.

The incorporation of the central institution took place on October 14, the anniversary of the founding of Pomona College, and was followed by the announcement of the second unit to be known as Scripps College for Women, made possible by the generous provision of Miss Ellen Browning Scripps of La Jolla, California.

On October 13 President Blaisdell left Claremont for Europe, where he is spending nearly a year in an intensive study of English and Continental educational systems looking toward the development of the "affiliated colleges" idea.

In the meantime widespread educational interest has followed these first steps, marking a promising departure in the organization of American higher education. To maintain the advantages of personal contacts between the students and faculty as exist in the present Pomona College, to maintain a wholesome competition between the individual colleges and at the same time to offer those special advantages which only the larger institution can justify is the heart of the Pomona undertaking.

In the words of the Harvard Alumni Bulletin, "What the Pomona plan actually embodies is an endeavor to apply, in collegiate organization, the principle of federalism combined with local autonomy which has become familiar to us in the governmental structure of the nation and also of the separate states; and with analogous ends in view, namely, to gain the strength that comes from union while conserving the values which are derived from a large measure of local independence, initiative, and neighborhood rivalry."

We shall find no really conclusive answer to the educational dilemma growing out of the enormity and complexity of modern knowledge if we attempt to determine the future evolution of higher education mainly in terms of curriculum construction.

—Glenn Frank

Character Training in Public Schools

By EDWARD W. STITT

Associate Superintendent of Schools, New York City

VERY frequently the members of the teaching profession are accused of being too conservative in their tendencies. Many teachers are charged with holding fast to methods and devices which were employed when they were young, and in being too often unwilling to accept any change of method or policy. They remind us of a criticism made by the former Ambassador to England, Walter H. Page, in his very interesting book, "The Life and Letters of Walter H. Page." He calls attention to the fact that centuries ago in the time of Defoe they put pots of herbs on the desks of every court in London to keep the plague away. The passing years continued the custom, and today the pots of herbs are put on every desk in every court room in London.

In the problem of school discipline, there are still some teachers who cling to the old form of demerits and conduct marks, and keep a numerical tabulation of school errors or offences. However, under the progressive tendencies of our principals and district superintendents, the problem of control has been swallowed up very largely in the more important one of instruction. Most of our teachers today present school subjects with enthusiasm and efficiency, awaken the interested attention of their pupils, and consequently there are few disorderly pupils and little truancy.

There is, however, a greater difficulty confronting our teachers today than the former problem of discipline. It is the more important question of moral education or character training. The problem presents a vast amount of difficulty, owing to the fact that the good effects of the excellent standards set in school are frequently neutralized by such outside agencies as the street and the home. Too many people unfairly state that the schools are responsible for the great crime wave of recent years, and claim that our training does not set proper standards, or the harvest of results would be more law-abiding citizens.

These critics of our public schools fail to remember the time element in the matter of character building. Each calendar year contains 8,766 hours. The school year consists of approximately two hundred days of five hours each, a total of 1,000 hours. In other words, the children are under the direct control and influence of the teacher only eleven per cent. of the time. Is it any wonder that the standards set and the fine models presented by our soulful and inspiring teachers during about one-tenth of the pupils' time are lost in the many drawbacks to proper character training caused by outside influences?

The limits of this paper will not permit the discussion of the many features of modern life which interfere with the fine work of the teachers. While our task is not hopeless, many additional burdens have been thrown upon the school which teachers of half a century ago did not suffer.

Among the handicaps which modern conditions have brought in this great city are the following:—

(1) A lack of the old-fashioned parental cooperation by which the home became an equal factor with the school in training the children to habits of truth, honor, honesty, courtesy, justice, respect for authority and other moral virtues. Today, too much of the burden is unfairly placed upon the school.

(2) There are many outside attractions which, while they may have no inherent evil tendencies, combine to unsettle the child's stability, distract his attention from his school duties, and sometimes foster careless habits. Among these we include cheap vaudeville, the sensational type of moving pictures, and the lowering tendency of many plays produced on the modern stage.

(3) In the absence of adequate playgrounds, children are forced to seek the streets for play and recreation. Frequently they select bad companions whose influences tend to create evil habits and do much to vitiate the effective work which the teachers do during the short five-hour school day.

(4) Poor housing conditions are definitely responsible for many of the downward tendencies. Modern apartments are so expensive that the families are herded in small rooms, few in number, and the fine social spirit of the former American home has largely disappeared.

(5) Clergymen, judges, editors and educators are uniting in a general plea that there is need for a renaissance in religious devotion, and that parents have been too neglectful of the spiritual training of their children.

All of the above influences have necessarily combined to increase the burdens put upon our schools. These difficulties and obstacles have been met with a fine spirit by our teachers and principals who have nobly responded to the

additional strain caused by a lack of proper responsibilities on the part of the parents.

Among other devices which have been presented to help solve the problem and to achieve better character training is that entitled "The Knighthood of Youth." It is a unique method of self-examination by which the pupil makes a daily record of ten important duties which he owes to his school and to his home. Once a week he gives an impulse to thrift by recording any foolish expenditure of money, and states that he has read carefully twelve admirable observations laid down called "Thoughts for Strength." When he has obtained a rating of seventy per cent. for twelve weeks, he acquires the title of "Aide" and "Herald," and for more advanced devotion to duty, he acquires the titles of "Knight Master" and "Knight Marshal."

The marking of the chart is done at home, and the general plan includes close co-operation by the parents. It certainly aids to make the parents better pals with their children, and instead of becoming "a necessary evil" as Professor John Erskine in a recent address declared so many of them had become, they are made real helpers in the definite achievement which children must accomplish when they attempt to make conquest of character. The excellent suggestion to parents issued by the National Child Welfare Association urges that parents shall co-operate in seeing that their children have definite ideals and live up to them. Realizing also that good reading makes for good character, the young knights are expected to read helpful literature at various hours of the week, but especially on Saturday and Sunday. Emphasis is laid upon the importance of the Bible, and the advantage to be derived from a study of the biographies of such eminent Americans as Lincoln and Roosevelt.

Through the co-operation of Dr. John H. Finley, arrangements were made by which the plan has been on trial in a number of schools. In all, sixteen schools in the Boroughs of Manhattan, Brooklyn, Bronx, and Queens have been experimenting with the plan. We have not yet received a formal report upon the success of the plan, but the general reaction is favorable. As we study the method it has the following definite advantages:—

(1) It awakens in the child a greater interest in his school work.

(2) It adds to his love for home, and makes him a real partner in making home a happy place.

(3) It stimulates and secures greater co-operation from both parents, especially from the fathers. "Dear Old Dad" is no longer a silent partner.

(4) Teachers are encouraged in realizing that the plan makes a closer connection between school and home.

(5) All clergymen of whatever faith should rejoice that such a device has been developed. If the children are the kinds of knights they should be, they will be more attentive to their religious duties and devotions.

The very ingenious plan of the "Knighthood of Youth" is really a sort of scholastic and home reproduction of some of the excellent features of the Boy Scouts and Girl Scouts Movement. The last of the ten "Daily Exercises" is: "I did a kindness to some one without being asked." This is really quite similar to the "good deed" which every good Scout is supposed to do every day.

Children, and their parents as well, are brought to a higher realization of duty by observance of the general plan of the "Knighthood of Youth." Many children will be benefited by having brought to their attention the glory of achievement. To carry out the standards set in this fine plan of youth training necessarily means that those who make the attempt cannot simply be passive, but must be really active participants in the struggle of life. The plan gives many opportunities for creative achievement to children in the critical stages of their development.

The present need for the schools to do more work in character training has caused a strong demand that it be given a definite place in our course of study. Formerly, most educators believed that it was sufficient to have character training incidental in nature, and that any lessons in manners or morals be given in connection with the regular studies of the curriculum.

If, however, the work is graded, and a definite task is assigned to the teacher of each grade, the plan will not be adequate to accomplish the desired results. It will always be necessary for all teachers to use constant vigilance so as to co-operate in every way to make pupils feel that it is the duty of every teacher to assist in the task of character training. In the matter of securing better oral and written English, the task, in the upper grades, should not simply be that of the departmental teachers. It is equally the duty of the teachers of arithmetic, history, geography, science, drawing, and of all subjects which have been departmentalized, to be on the watch to require proper standards in oral and written English. In the same way every teacher of whatever grade must emphasize the great lessons in honor, honesty, truth, charity, obedience, courtesy, thrift and all attributes which will make for the better character building of the pupils of our public schools.

Millions of people heard over the radio on a recent Saturday evening the inspiring words of President Coolidge in addressing the delegates at the National Council of Boy Scouts. I was specially impressed as I listened to our President's appeal that when we build for character we build for citizenship. "Good character," he said, "means a mental and moral fibre of high order, one which may be woven into the fabric of the community and state, going to make a great nation—great in the broadest meaning of that word." He continued: "We cannot deny that there are evil forces all about us, but a critical examination of what is going on in the world cannot fail to justify the belief that wherever these powers of evil may be located, however great may be their apparent extent, they are not realities, and somewhere there is developing an even greater power of good by which they will be overcome."

The church, the school, are those great influences which will help us attain a "Better America." We are hopeful that the "Knighthood of Youth" will prove to be a bond uniting these three in a practical plan for the upbuilding of character in the youth of our nation. We are not anxious that any additional burden be placed upon our teachers. All plans which may be used in our schools should be such that their adoption will secure the cheerful acquiescence of teachers, and enlist their sincere co-operation.

No plan or device which can be invented will ever take the place of the great development which is given by the example furnished by the class teachers. The models they themselves set, will necessarily be imitated by their pupils. When a teacher has high ideals of service, her courtesy, justice, sympathy, honor, honesty and other such soulful qualities will be in constant evidence in the classroom. Many parents realize the great debt they owe to teachers, and in recent years teachers have had a very large share in forming the characters of their pupils.

We wish, also, to record the great opportunity which is afforded to every principal to sow seeds which will assist in the training of character. In the "Opening Exercises" the reading of appropriate selections from the Bible will help to drive home important lessons of real value. In his daily talks on current events, holiday celebrations, and historical and birthday anniversaries, a principal has an admirable opportunity to teach to those present the necessity for better character training. Such principals as Thomas Hunter, Evander Childs, and Elijah A. Howland among our men, and Julia Richman, Margaret O'Connell and Honor E. Quinn among our women, were a daily inspiration to their pupils as well as to their teachers. We will never be able to measure the moral influences exerted by these men and women, and by hundreds of other principals like them who have given to their schools such a leadership and inspiration, that thousands of our boys and girls have grown to manhood and womanhood, and by high ideals of sacrifice and service have become citizens who help to make New York one of the best cities in the world.

I'd rather SEE a sermon than HEAR one any day—
I'd rather one would walk with me than merely point the way.
The eye's a better pupil and more willing than the ear;
Fine counsel is confusing, but example's clear.
The best of all the preachers are the men who live their creeds,
For to see good in action is what everybody needs.

I'll soon learn to do if you'll let me see it done,
I can watch your hands in action, but your tongue too fast may run.
While the lectures you deliver may be wise and true,
Yet I'd rather learn my lesson by observing what you do.
For I may misunderstand you and the fine advice you give,
But there's no misunderstanding how you act and how you live.

—Dr. Leon C. Prince.

Classroom Versus "Conversational" English

By J. EUGENE THOMPSON

Elmhurst, Long Island, N. Y.

THERE are those who profess to discern easily a distinction between the use of English in the classroom and the use of the mother tongue in conversation. English teachers these days, however, do not recognize such a distinction, since modern conceptions of teaching the subject have tended to concentrate on the use of good conversation in the classroom.

Nevertheless, we must realize that there is a continual warfare being waged against the use of common or bad English in the conversation of growing children. In this warfare teachers naturally occupy prominent places in the front-line trenches.

Undue influences in the last decade have made it easier to speak incorrectly than correctly. This century pretends to take no pride in correct speech. Many boys deem it "sissified" to handle correct English, and girls declare that it is "unnatural" in their everyday conversation.

The problem is simply that it is becoming increasingly difficult to bring pupils to realize that good English gains respect wherever it goes; that correct English can go everywhere incorrect English can go, but that incorrect English is ostracized in very many desirable places. It is a part of the English teacher's business today to prove that a diploma may easily be misplaced, but that a correct use of the mother tongue lasts forever.

BRING CONVERSATION INTO CLASSROOM

The problem of carrying over the use of correct English into the conversation of pupils most readily approaches a solution by bringing the everyday conversation of the pupils into the classroom.

There are two ways of bringing conversation into the classroom. The first is "subjective" and involves the teacher as the principal figure. A conversational tone and natural manner have long been stressed as elements in successful teaching. In similar fashion, teachers can encourage pupils to respond in conversation by natural methods, instead of the teacher-pupil dialogue, where the teacher continually asks questions and the pupil, parrot-like, answers.

The second method involves the use of projects—experiences in the lives of boys and girls—and relates exclusively to the pupils themselves. This conversation, in which the teacher takes no part, may be called "objective." Some dramatizing is made use of, but this ought not to alienate the conversation from the plain everyday speech which the pupils use outside the classroom.

For instance, thrust two or three pupils into a telephone conversation with a telephone operator, or require one pupil to take the part of all the characters. Let the topic of conversation be known and prepared in advance. Perhaps there may be interjected a complaint against the imaginary poor service. Then a manager or supervisor might be called in to handle the complaint.

Or represent a department store and have pupils take the parts of a customer who needs information, a floor-walker who can give the information, and a salesgirl who may try her best to make a sale. Have a club meeting or reception, and let the pupils practice greeting and chatting with guests. Have a pupil interview another pupil, representing an employer, for a position. Still another can open a savings account in a bank, while yet another could solicit advertisements for the school paper.

Most pupils have been eye-witnesses to accidents. Let some tell the facts to a lawyer who is seeking to establish a case. And as a further resort, pupils can invariably be relied upon to relate their most exciting or interesting experiences.

Whether the "conversation" is engaged in by several pupils or whether one pupil assumes the entire dialogue, the entire class will become so absorbed in the conversation that they will forget they are in a classroom. Improvements and corrections will come naturally.

TWO THINGS TO WATCH

To make the most of conversation in the classroom, the teacher must watch carefully two things. First, the topic of conversation must be made specifically plain and interesting beforehand. Second, aim at skilfulness in demonstrating to the class how mistakes may be corrected without making the pupils participating in the conversation aware that they are being corrected.

If English teachers will consider that all the use of the language they work with is not only for the days the pupil spends in school, but for life, the problem of bringing "conversational" English into the classroom, and the problem of getting the use of correct English to carry over into the conversation of pupils, will approach closer to a solution than most of us will be able to conceive.

Personal and Professional

STANLEY H. HOLMES has been superintendent of New Britain, Connecticut, twenty years, and the teachers and the public gave him a testimonial dinner on the evening of June 17. Mr. Holmes has been among the leaders of New England for a third of a century. He has been ardently progressive and has made his progressiveness progress all along the line. Few men have made the schools function so universally for community benefit as has he, and this testimonial dinner represented the genuine appreciation of the entire community.

CHARLES R. FOSTER, first assistant to Dr. William M. Davidson, Pittsburgh, Pennsylvania, received the degree of Doctor of Laws from the Pittsburgh University at the recent commencement as did Roscoe Pound, dean of the Harvard Law School. Dr. Foster well deserved this recognition, for he has loyally supported his chief in making the schools of Pittsburgh among the best in the country. The great responsibility which Dr. Davidson assumed when he came to Pittsburgh was rehabilitating the building equipment, which from various causes was unreasonably bad, and which will be within a year as good as any in the country.

JACOB M. BERKEY, director of extension work, Pittsburgh, Pennsylvania, retires at the age of seventy after fifty-three years in the profession. We knew and admired his administrative skill when as superintendent of Somerset County he was one of the outstanding professional personalities of Pennsylvania, was familiar with his admirable work in Johnstown, and have appreciated his service in the Pittsburgh Department of Education for the past fourteen years. He has done excellent work in book writing and educational lecturing.

BENJAMIN F. DAME, a Lawrence, Massachusetts, principal for forty years, has been honored at a public reception in that city. Several prominent citizens, graduates of the Oliver School, spoke enthusiastically of his influence. He was presented a substantial testimonial in gold. He will be eighty years of age in September.

LIDA LEE TALL, doctor of letters, Towson, Maryland, is principal of the Maryland State Normal School and for two years on the Board of Trustees of Teachers College, Columbia University. The doctorate represents the high appreciation of the State University of Maryland.

BURTON E. NELSON, president of Stout Institute, Menomonie, Wisconsin, has demonstrated administrative skill fully equal to Senator Stout or Dr. Harvey at their best, and he meets the new conditions wonderfully well. The Federal Board of Vocational Education, Washington, D.C., could not ask more hearty and intelligent support were the Stout Institute a Federal creation. It recognizes masterfulness in industrial education of to-day as genuinely scholastic as though it had died in Babylon thousands of years ago, and at its recent commencement it honored itself by honoring John Calvin Wright and Lewis A. Wilson with the degree of doctor of science. It had previously similarly honored Charles A. Prosser of Dunwoody Institute of Minneapolis, and Robert L. Cooley of the Milwaukee Continuation School.

GEORGE F. STERNBERG, Oakley, Kansas, specialist in discovering fossil deep sea fish in Western Kansas, is one of the most inspiring personalities we have known. We never appreciated the fact that the real ocean covered Western Kansas until we saw mammoth fossil sea fish that made their home in the Crustacean Sea millions of years ago. Mr. Sternberg's greatest discovery is a perfect fossil fish more than thirteen feet long, which adorns the hall of the Oakley Consolidated High School. The chalk near Oakley has apparently limitless mammoth fossil fish and reptiles, and George F. Sternberg and his father, now conducting excavations for fossil animals in Southern California, appear to be the only men with the science, skill and patience to disengage the fossils, large and small, from the blocks of chalk in which their parts were buried millions of years ago.

DWIGHT P. MORROW, who figures prominently in the affairs of J. P. Morgan & Company, is the son of the late John Morrow, first principal of the Slippery Rock, Pennsylvania, State Normal School, and for many years, as superintendent of Allegheny County, was second to no educator in the Keystone State, and loomed large in progressive education of the country.

MRS. CORA HELEN COOLIDGE, president of the Pennsylvania College for Women, Pittsburgh, has in four years seen wonderful achievement in buildings, in their equipment, in scholastic rank, in student enrollment, and especially in the provision of a permanent fund of about $700,000, and now the president plans for doubling the buildings and their equipment and faculty increase to correspond.

Wanted, a Revival of Geography Teaching

By WILLIAM ESTABROOK CHANCELLOR

Columbus, Ohio

LESS than a hundred years ago, a movement began for the study of geography in the public schools. Fifty years ago, what may be fairly termed "political geography" was well entrenched in the curriculum. Thirty years ago, this was giving way to geologic and economic geography. Now in many schools, both rural and urban, geography is side-tracked. In many cities it is taught through but three grades, usually the fifth, sixth and seventh, with a later course in the senior high school for commercial students only. Current among teachers is the saying that geography has died from "mountains on the brain."

It has often been said that "the World War was fought for want of geographic knowledge among the peoples of the earth." To those who have not seriously and systematically inquired into the matter, the amount of false opinion about geographic affairs is unsuspected. Any questionnaire on such matters results in the most astonishing variety of false opinions in the replies—even from teachers as well as from pupils, and from the general public far more and worse.

"Where is Kentucky?" asked a commercial traveler in a hotel lobby in Winnipeg. "I've been traveling the states for ten years, and I've never yet been able to find Kentucky; yet I hear people talking about it. Business good there?"

"Ever get to Louisville?" a listener queried.

"Sure! Six or eight times. Good town."

"Ever see Nashville?"

"Course," answered the salesman.

"And you went also to Cincinnati, no doubt?" the same listener continued.

"Well, I tell you," the commercial man went on. "It's like this. My line takes me to the high spots. Generally, I take the night train from Nashville to Louisville or Cincinnati."

"Well, my friend," said the listener. "To get from Nashville to Louisville you cross Kentucky, and to get from Louisville to Cincinnati you ride along in Kentucky."

"Oh," said the traveler, brightening, "I always thought that Kentucky was a city."

"Where did you go to school?"

"Who, me? I'm an American. I went to good schools, got into high school. But we never studied that kind of geography."

This commercial traveler, it needs scarcely be said, was a youngish man, perhaps thirty-two years old or even thirty-five, a product of the reformed geographical course, with plenty of scientific information about continental axes and no information about states and state characteristics, all of which he had to learn by going over the rails and into the towns. And he had no lessons in geography after he was twelve years old.

But geography is one of the life-studies, like literature and history and science. It is not something that one can learn and consider finished like arithmetic and spelling. From year to year there are no new facts to be learned in arithmetic, and the number of new words in spelling is very small for practical purposes. But geographic facts are not only increasing but also changing. When a man learned in 1880 that the population of the United States was 50,000,000, he should have been ready to change it at the next census.

But ask almost any man what the population of the United States is, and he will quote the census figures of a past decade. Ask almost any man the relative sizes of cities, and he will get many in the wrong order of rank.

Very few persons know that Detroit is the fourth city in population in America. Very few know that Columbus, Ohio, and Providence, Rhode Island, had in 1920 almost exactly the same number of people; almost all persons imagine that one city is much larger than the other. Very few persons know that Ohio would contain eight Connecticuts and Texas 223 Rhode Islands.

Ask the man of the street or by the country roadside what states have natural boundaries with geographic warrant, and what states have arbitrary boundaries without reason—some of them being wild guesses of surveyors—and he will probably say that he never thought of the matter at all. Not one man in a thousand knows that the surveyors who ran the line for Kentucky-Tennessee erred by seven miles at one end and by eleven at the other, so that in fact the line averages nine miles to the advantage of Tennessee, the older state.

This suggests another of the geographic facts about which most Americans know nothing beyond their own state lines. Most Americans imagine that it makes but little difference whether a family lives on one side of a line or another save in the case of their own line. It happens that Kentucky and Tennessee are friendly states so that the error in the line has never made any extensive and intensive hard feeling. But there are neighbor states

where the feelings are bitter and hostile. The line-fights between some states have brought bloodshed as well as litigation as high as the United States Supreme Court.

We are a federal republic, and some of our states think that they are "sovereign," that "the Union is a compact"; but other states take this notion as mere imagination; that "We, the people, ordained the Constitution," not "The States." In this federal republic the states sustain various relations with one another. A state may be friendly to one of its neighbors and unfriendly with others.

There is a strangely interesting item regarding our rivers. From mouth almost to beginning, the Ohio serves as a state line, yet the Missouri cuts through several states, serving for a line for but a short distance anywhere. The upper Connecticut serves for a line, but not the lower, whereas common sense would reverse the process, or use the river as a boundary nowhere.

This again suggests the inquiry why some of the areas are attached as in fact they are. Why should the Mobile district be in Alabama but not Pensacola? Why should there be three states within the 5,000 square miles of land in the Delmarvia peninsula—all Delaware, the eastern shore counties of Maryland, and the rich Bay counties of Virginia? Why did the politicians give that little swampy region beyond the Red River of the South to Arkansas rather than leave it to Texas or to Louisiana where it might be said to belong, geographically considered? Why did Maryland get all of the Potomac river and tidewater to the mean water stage on the Virginia bank? And why did Kentucky likewise get the Ohio river?

Few persons know anything of the rank of the states in any aspects. Consider just a few items and these at the top.

Six ranking states in area—Texas, California, Montana, New Mexico, Arizona, Nevada.

Six ranking states in population—New York, Pennsylvania, Illinois, Ohio, Texas, Massachusetts.

Six ranking states in density of population—Rhode Island, Massachusetts, New Jersey, Connecticut, New York, Pennsylvania.

Six ranking states in number of cities of 5,000 people or more—Pennsylvania, Massachusetts, Ohio, New York, Illinois, Michigan.

Six ranking states in wealth—New York, Pennsylvania, Illinois, Ohio, California, Massachusetts.

Six ranking states in per capita wealth—Nevada, Wyoming, South Dakota, Iowa, Oregon, California.

Six ranking states in estate tax payments, 1917-25—New York, Pennsylvania, Massachusetts, Illinois, New Jersey, Michigan.

It would be easy enough to add fifty more such lists.

For three or four years there has been a trek to the Gulf Coast, especially to Florida, such as the United States never saw before for numbers of people and for wealth transferred. It is said that of the persons moving to Florida with the expressed intention to stay permanently, in fact an average of but one in four have stayed. Why?

Because a majority of the people intending to remove to Florida have known nothing of the state prior to arrival there.

It is also said that of the one-fourth who remained, one-half belong to the two-domicile grade of our people—the families that can afford to have both a summer and a winter home.

This suggests many other leads. Southern California, recently settled by families mostly from the upper Mississippi Valley and from "the News"—New York, New Jersey and New England, is a very different atmosphere, socially observed, from Northern California. Men who do not know the West coast talk freely of it, without understanding the essential social differences between the Puget Sound people, the Columbia river and Willamette valley peoples, the California sections peoples and the west side of the Rocky Mountain people. But in fact there is almost as much difference already between Puget Sounders and South Californians as there is between Maine Down Easters and Georgians.

A geographic fact may have immense political significance. In 1861 nine-tenths of the families in southern Ohio sympathized with the South, but from Columbus north the opposite was the case. The Ohio river happened to be the line, and north Ohio forced all Ohio to support the Union. Had the line been at the National Road or Highway, the Ohio valley would have supported the South in the Civil War.

It would be easy enough to carry this line of review to the possessions of the United States and to all foreign countries. It is presented in order to arouse consideration of a main proposition, which is that the teaching of geography should not be confined to a few grades for young children.

There are many geographic facts quite within the understanding of youth of high school age (and even junior at that) that are not so much as mentioned in many geography texts or readers, and yet that should be known to a people so migrant in temperament as we Americans are. Why have 800,000 native Canadians become American citizens? Why is there even now throughout the length and

breadth of Canada a debate proceeding even in print contrary to the spirit, if not the letter, of the laws, regarding what Americans called "annexation"? They call it "doom." Because in trying to bridge the vast stretch of uninhabitable lands north of the Great Lakes, the Dominion has run into debt, and hourly incurs deficits of such vast amounts in railway costs and otherwise; and because it so steadily loses its own native peoples to what it calls "The States," it is staggering under what seem to some of its citizens impossible loads and handicaps.

The bridge between Winnipeg and Toronto lies south, not north, of the Great Lakes. And geography tells why. In both Summer, so-called, and Winter, which lasts nine months there, I have crossed through that vast wilderness, even sojourning in it awhile. But the wilderness is understandable; its climate and conditions are much like those of the counties of New Hampshire north of the White Mountains, more difficult to meet than the conditions of our own Appalachian highlands in Kentucky, Tennessee, North Carolina, Virginia and West Virginia. Some day, the United States, generations hence, will wake up in the morning to discover that the political control has conveyed all the lands to the Arctic under Old Glory. So our forefathers woke to find that our country owned the Louisiana territory. Geographic forces did this.

East and West Canada can be united only through the entire Great Lakes region.

This again suggests a set of geographic facts wholly ignored in current teaching. We do know that five states lie outdoors more than a mile into the skies, at a level as high above New York City as the cumulus clouds floating there on the rare windless days at the windiest point in the United States. (For as a matter of meteorology, the winds blow on the average twice as fast and often at New York as anywhere else; and New York, not Chicago, is "The Windy City.") But very few Americans know that on the average Pennsylvania is half again higher into heaven than North Carolina and higher than any state of the so-called "Midwest," save Iowa, which it happens exactly to equal, higher even than Wisconsin.

Few teachers ever explain to their boys and girls what the "water states" are, and why—Florida, Maine, Michigan, Maryland, Louisiana, Washington and other—though they explain much about the arid states.

Few teachers ever explain that some states, though political units, are in sentiment two, and in some instances even three sections, because of climatic and other geographic facts that have brought about strong social distinctions and often no little quarreling between sections.

One of the most difficult of all things is to reconcile the presence of Senators from some states with but small populations when in fact this Republic has in the Senate its most powerful governing agency, neither the Supreme Court nor the President excepted; yet geography helps history to tell why we must keep our covenants of the past. We may have more states; but only revolution can reduce the number. The sense of justice in children is offended by two senators from states each with smaller populations than any one of many cities.

Ignorance of geographic facts means wars, domestic and international. Ignorance of geographic facts means migrations of families into lands and climates and social conditions for which they are not at all prepared.

Ignorance of geographic facts means investments of moneys by men in business ventures that are certain to fail.

Ignorance of geographic facts means complete misunderstanding of political movements and agitations.

Ignorance of geographic facts means pressures for centralization at Washington contrary to the very genius of political America.

Ignorance of geographic facts leaves the mind without the least understanding why some states are going "anti-evolution."

No doubt "the best geography is a railroad ticket." There is, perhaps, a still better geography, an investment of funds a thousand miles from home, but for the intelligent and prudent man this means many railroad tickets.

It is possibly true that one reason why the teaching of geography has died down is that the teachers know too little of the subject themselves to make it interesting to teach. Yet there are books and magazines in abundance; there are railroad and coast and ocean steamships, and there are excursions at reduced rates.

Anything more restful to the wearied mind of the classroom burden-bearers than geographic teaching, with its wide vistas of ever new things, one does not know. It is as refreshing as outdoor play to the wearied body of the teacher.

Classes in Appreciation

By C. O. HALLORAN
Boston

IN THE modern school curriculum the classes in appreciation are gradually assuming real importance. Educational authorities are beginning to realize that these classes should be a vital part of the course of study in not only the junior high school but in the senior high school as well.

To be well educated a person must be broadly trained. He must not be merely filled up with a number of facts but he must have a broad background of experience. In other words, he must be trained along moral, mental, physical and cultural lines. So, if our schools are to really function properly and produce young citizens with a well-rounded development they must take cognizance of the above-mentioned ideals.

Mere factual knowledge is, of course, important. Also pupils must necessarily be trained in citizenship through character formation. Their muscles must be developed by systematic daily exercises under expert guidance. But all of this is not enough. Something is missing.

The pupil has another side, a cultural side, an emotional nature which must be catered to and systematically developed. To be sure, he craves information, but the satiation of this craving does not, in itself, complete the boy's training or development. His better nature, his cultural life, his emotional life cannot pass by unnoticed.

A need in his life must be satisfied and the very thing that will accomplish this end is the class in appreciation of art, of music, of literature, of dramatics or of any other subject in which the boy is particularly interested.

One of the fundamental principles of education is to train the child to make proper use of his leisure time. Excellent aids in this are the classes in appreciation. These classes create a desire to know more about art, music, literature and other subjects. In his spare time the pupil who has had the good fortune of attending classes in appreciation will, for example, have his mind drawn to music, to art, to literature, to dramatics or to some other subject for which a desire has been created. His leisure time will then be spent very profitably.

Many individual differences exist among pupils. All do not have the same abilities, the same aptitudes, the same desires or the same talents. Naturally so. But the classes in appreciation will most certainly satisfy the needs of the pupils to a certain extent. These different natures must be catered to. One subject may interest one pupil and another may hold interest for someone else, but there is something in each appreciation class which will hold the interest of some pupils, for the subject-matter is placed before them in a graded and methodical manner. Ordinarily the pupils would learn a little of one thing and a little of something else but not in an orderly or systematic manner.

Classes in appreciation cannot fail to stimulate an interest in some part of the course, for the work of the course is gradually developmental being, as it is, a logical sequence of instruction based on a firm apperceptive basis. These classes often lead to the formation of various clubs.

A boy may have a particular aptitude or talent. He is given a chance to foster this and to develop it. He becomes obsessed with the desire to further his knowledge along that particular line. He is given a chance to find himself so to speak, the appreciation class in that instance proving to be a sort of try-out course. His future career or vocation in life may be greatly influenced. At any rate, he is enabled to converse intelligently about things cultural.

In conclusion let me say that pupils will learn to love the beautiful things of life. They will receive a really lasting education. Their lives will become fuller. Their minds will be diverted from the sordid things of life.

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HORSFORD'S ACID PHOSPHATE

EDUCATION IN ACTION

Vocational Guidance Held To Be Important

The importance of charting out a definite course for a vocational career and then steering by it is shown by a survey of office workers who applied for jobs at a typical employment bureau. Results of the survey, just reported by Dr. Harry D. Kitson of Columbia, show the educational and job histories of 684 applicants for work. The most striking fact discovered was that forty per cent. of the men and twelve per cent. of the women were dissatisfied with their choice of occupation and wanted to change to other fields of work. Dr. Kitson states that the histories of such workers as these, none of whom had had guidance in selecting or planning their careers, constitute a plea for educational and vocational guidance.

"Old Ironsides" Fund Now Half Raised

Half the money needed to restore the historic frigate Constitution, better known as "Old Ironsides," has been raised, according to Rear-Admiral Andrews of the Charlestown navy yard, Boston. Actually $203,000 has been subscribed, mostly by schoolchildren.

National Oratory Contest Winners

Herbert Wenig, seventen-year-old Hollywood, Cal., high school boy, won the national oratory championship at the Washington finals. Miss Myrtle Posey of Washington won second honors and Miss Helen Byland of New York was third. The contest was sponsored by various newspapers.

Blind Youths Get Diplomas

A number of sightless young men have recently attained prominence because of their scholarly achievements. At the University of Illinois, E. T. Leonard receives a master's degree and C. A. Innis is granted a baccalaureate diploma. The former will continue in the study of law and the latter intends to pursue graduate work in education with a view to teaching. Both succeeded in their college courses by having their lessons read to them. They use typewriters faultlessly. At Northwestern University, Carl Bostrom of Chicago, another blind youth, was given his diploma. He learned his lessons through his mother's eyes. She read lectures to him, helped him about the campus and assisted him in receiving his diploma. Fred Loesche graduated from the Watertown, Mass., high school with honors. This blind boy was a member of the Cum Laude Society. He plans to enter the Philadelphia College of Osteopathy in the Fall.

Roads Rated as Aid to School

Improvements in America's educational standards can be traced directly to good roads, recently declared H. G. Shirley, president of the American Road Builders' Association. "The children of today have an opportunity to attend good schools regardless of weather conditions, even in the most remote regions of the country," he said. The consolidated school system in many states has resulted from the good roads movement, according to Mr. Shirley. He said in Mississippi more than 72,000 children are taken to school daily over improved highways. North Carolina transports approximately 65,000 to school each day and Indiana about 47,000. "The regular and increased attendance of pupils has made it possible for better teachers to be employed, larger and more modern schools constructed and conditions of study generally improved," he asserted.

Waiters' College Teaches Art of Folding Napkins

The ability to fold table napkins in thirty-seven different ways is one of the many accomplishments a German waiter has to acquire before he can call himself a fully trained man. The best training school for waiters is one in Berlin. It was founded in 1892 and here dozens of pupils are being taught the art of laying the table, carving and serving faultlessly. Due regard is paid to all the niceties of the art of serving, which prescribes, for instance, that the edge of the plate must lie half an inch inside the edge of the table—no more and no less. The curriculum, which requires about eight weeks, includes a short course of law as affecting hotel and restaurant keepers and their servants.

Farm Success Gained By Three School Boys

Three Oklahoma boys, 12, 14, and 16 years old, rented and managed a twenty-seven-acre farm last year, added ten acres to their tract this year, and have it plowed and planted for the 1926 crops, all without missing a day from school. These three brothers were interested in farming by the county agricultural extension agent. They went to their father with a proposition for going into the farming business. He agreed to be financial backer for their enterprise. Altogether, according to reports to the United States Department of Agriculture, the three brothers made enough money in 1925 to pay all their indebtedness to their father and had team, tools, and capital sufficient for a larger crop in 1926. This year they are growing potatoes, sweet potatoes and cotton.

Want Wilson's Name Kept on New School

A storm of protest arose from citizens and associations over the proposal of the New Rochelle, N. Y., Board of Education to change the name of the $1,750,000 high school now under construction from the "Woodrow Wilson Memorial High School" to some other name. The present board consists of men and women appointed by a Republican mayor, whereas the board that voted a year ago to name the school after the late President included Democrats and independents as well as Republicans. "In considering a change it was thought that it would avoid confusion, especially when the school is represented outside of New Rochelle, to call it the New Rochelle High School," declared William A. Moore, president of the Board of Education. He denied that the proposal had any political background.

English War Tank For Cornell Campus

As a permanent war memorial Cornell University has received the battle-scarred tank America, famed British land ship of the World War. The tank adorns the campus of the university. Built in England, it was presented to the British army through subscriptions by Americans. It was christened America and sent to the Western front in 1918, where it made history for itself. It was presented to Cornell by the British war department in recognition of the part played in the World War by that university, which furnished 6,850 men, of whom 220 were killed in action and 162 were decorated for bravery.

Scholarships to Perpetuate the Home

The Leopold Schepp Foundation announced that it will distribute $50,000 this year in the form of scholarships and prizes to deserving girls in New York city. "To perpetuate the home at its best" is the purpose of these scholarships. Although the scholarships include commercial, secretarial and musical courses, emphasis is placed on the home-making arts.

Negro Heads Howard University

Howard University, Washington, D. C., for the first time in its history of sixty years, has a Negro president. He is Bishop John A. Gregg of the African M. E. Church. He was formerly head of Edward Walters College in Florida and of Wilberforce University in Ohio.

Window Display School for Boston

Plans for the establishment of a window display school in Boston next fall were approved by the New England Retail Clothiers' and Furnishers' Association. Joseph Spellman, secretary of the association, declared that there are two such schools in Chicago and one in New York. He stated that the national association will send an instructor. The school will run in sessions of two weeks. The students will have to work from morning till night setting up and taking down window displays under expert supervision. In the evenings they will be kept busy inspecting store windows about the city.

Cambridge Plans School Buildings

The survey of the Cambridge school system conducted by the Harvard Graduate School of Education called for the erection of a new building for the Rindge Technical School, for additions to the Cambridge High and Latin School, and for the establishing of junior high schools. The survey, in progress for many months, advised a $1,500,000 building program. Professor Henry W. Holmes of Harvard had charge of the survey.

Babies Now Take Intelligence Tests

Standardized tests for infants from birth to four years of age are being conducted by Professor P. P. Brainard of the Kansas State Agricultural College, and Pearl Cross, graduate student. The children who are brought once a week to the baby clinic in Calvin Hall, Manhattan, Kans., are used in the experiments. Six girls who are working out projects in child psychology are assisting in the experiment. Records of these intelligence tests are expected to reveal valuable information regarding the correlation between the physical condition of the child and his mental and motor ability.

No Degree For MacDonald

Ramsey MacDonald, former premier and at present parliamentary chief of the Labor party in England, went without the honorary degree that Cambridge University was to confer on him. After the proposal was made, opposition cropped out in the university senate; whereupon Mr. MacDonald declared that he did not desire a degree except by unanimous vote. So the matter was dropped.

These Indian Graduates Shun Law and Medicine

This year's graduating class at Haskell Indian Institute, Lawrence, Kans., though the largest in the school's history, with forty-three boys and sixty-seven girls, contained no one who prepared for the profession of lawyer or doctor. In its vocational school the boys picked out thirteen different vocations. Only four vocations were open to the girls and the study of home-making was most popular.

Pupils Put Pasteur First

Six thousand eight hundred school children of the world ranked Louis Pasteur first among twelve leading world heroes they selected. Dr. A. O. Thomas, chairman of the contest and Commissioner of Education in Maine, announced the twelve receiving the highest number of votes as follows: Louis Pasteur, Abraham Lincoln, Christopher Columbus, George Washington, Benjamin Franklin, Woodrow Wilson, Florence Nightingale, Joan of Arc, Socrates, John Gutenburg, David Livingstone and George Stephenson. Votes were cast for 609 candidates, with 195 American and 368 foreign schools participating. The contest was conducted by the National Council for the Prevention of War, and $1,200 in prizes have been offered by Clement Biddle of New York for the best 200-word essays on the twelve heroes chosen.

Slavian Schools Hard Hit by Cupid

Spinster "school marms" are at a premium in Jugo-Slavia. Recently there has been such a high "mortality rate" from cupid's arrows that the government has taken the matter in hand. The minister of education issued a decree that henceforth no woman school teacher may marry without his consent and further ruled that under no circumstances may a woman teacher marry a man who is also a school teacher.

23 of 56 Signers of Liberty College-Bred

Twenty-three of the fifty-six signers of the Declaration of Independence were college-bred men, nearly all of them graduates, according to the Bureau of Education. Harvard was represented by 8, William and Mary by 3, Yale 3, Cambridge (England) 3, Princeton 2, "Philadelphia" 2, Edinburgh 1, Jesuit College at Rheims 1. Sixteen others received "excellent" or "classical" education, one of them at Westminster School, London. Two obtained all their formal instruction from tutors, and 16, including Franklin, Wythe, Roger Sherman and Robert Morris, had but little schooling.

Less Study, Higher Marks

A questionnaire answered by 1,500 students in Yale showed that the average freshman studies 23.3 hours a week, and gets an average grade of 75.3. In his sophomore year he studies 20.8 hours a week, but his average mark goes to 76.4. In his third year he studies 19.5 hours, but his mark continues to go up, this time to 78.3. In his senior year he studies five hours less a week than in his first year, but his average grade is 5.2 per cent. higher.

More Take College Entrance Examinations

The College Entrance Examination Board examined about 21,700 boys and girls in 350 cities of the United States and abroad in June. Foreign cities in which examinations were held included London, Paris, Geneva, Peking and Shanghai. "The enrollment of candidates for the examinations this year showed an increase of about 2,000 over last year," declared Professor T. S. Fiske, secretary of the board.

Geology Students' Classroom in Pullman

The classroom in which twenty students of Geology at Princeton will spend the summer in a study of geological formations in this country will be an especially constructed Pullman car. The summer school on wheels, which will travel 10,000 miles, is under the direction of Professor Richard M. Field. Among the places to be visited are the silurian section of Niagara, the Mesabi copper mines and smelter at Anaconda, the Columbia River basin and lava flows, Mount Rainier, Crater Lake, Yosemite, Los Angeles oil fields, the Grand Canyon, Flagstaff volcanic fields, the petrified forest and the Appalachian coal fields.

TREND OF THE TIMES

Italy Provides Fund To Encourage Authors

The Italian Cabinet has authorized a fund of 2,000,000 lire (almost $400,000) for encouragement of authors. The fund will be included in the budget of the Department of National Economy. Prizes will be given to writers and institutions producing work considered of value to Italy's culture or industry.

Self-Government in Business Planned

A plan for a concerted attack upon the wastes in business resulting from trade abuses and misunderstandings and unethical practices, was discussed at a recent meeting of the committee on trade relations of the United States Chamber of Commerce. The conference was preliminary to one next Fall to adopt more definite plans of action for the ultimate placing of business on a self-governing basis.

Bobbed Hair Tax Ended by Strike

With a view to waging war against everything modern, the fathers of the Town Council of Landau, on the River Isar, a little Bavarian mountain village, recently decreed that bobbed heads shall be taxed $12 each. The next day several of these same officials failed to eat regularly, since the women had called a cooking strike as a protest against the bobbed hair tax. The fathers met again and repealed their decree, saying that they believed their powers did not include that of regulating fashions, especially women's fashions.

Comforts of Home In Air Travel

Germany's air service directorate has announced that wireless telephones will be placed at passengers' disposal on several air lines. The telephones will operate in the same manner as the wireless telephone apparatus on trains running between Berlin and Hamburg. This service will supplement motion pictures and phonograph music which are already being furnished for the diversion of travelers on several huge air liners in Germany.

Cigarette Smoking Increases 200 Per Cent.

Since the World War there has been a 200 per cent. increase in consumption of cigarettes, both in this country and abroad. This was revealed by R. T. Corbell of Washington, secretary of the Tobacco Association of the United States, at the annual convention in Atlantic City. The increase has two reasons, Mr. Corbell said. During the war, when cigars and pipes were not easily available among the fighting forces, the cigarette habit was established. In addition, many women are taking to the use of cigarettes, particularly in this country. The annual production of cigarette tobacco in this country is about 250,000,000 pounds.

Lecture Courses Offered by Radio

A recent tabulation shows that there are over thirty-nine colleges and universities in the country equipped with registered broadcasting stations, in addition to those using commercial stations. A dozen or more schools offer lecture courses. College authorities are now considering methods by which a radio listener may secure credit toward a degree. This new method of instruction is not confined to this country. In France, the Sorbonne is carrying on a similar course. It is said that any radio listener in Europe can, in the course of time, learn one or two extra languages, because the nations are so close together that almost any set will bring in programs in foreign languages.

Modern Way to Break Up Party

A New Jersey resident recently wrote to a New York radio broadcasting station and stated that he was planning to hold a radio party at his home on a certain night. He requested that at 11.45 p. m. the selection "Show Me the Way to Go Home" be played at the station.

Says College Graduates Not Worth Much

Present-day college graduates do not amount to much, in the opinion of John Emory Andrus of Yonkers, "the world's wealthiest subway strap-hanger." He declared that ninety per cent. of the young men being graduated from college today will never be heard from so far as success is concerned. "A great many of them make a mistake in their calling," Mr. Andrus said. "They want to do the thing they are not at all fitted for. We are spending too much money foolishly in educating too many people," he added. Mr. Andrus is a college graduate, Wesleyan University '62, who gave up being a college professor some years ago to make himself one of America's richest men. He wrote recently to classmates, asking them to attend a reunion. No one replied. He wrote another letter, offering to pay all their expenses, and every surviving member of the class attended the gathering.

Communist Whiskey Ship Puzzles Authorities

One hundred miles off the Virginia Capes the Coast Guard Service recently picked up a little whiskey-laden steamer. After the boat had been towed in to Norfolk, Va., no arrests were made and no charges lodged against any of those on board. None of the fourteen men composing the crew would own up to being captain or even mate, and all were said to disclaim any responsibility for the actions of the ship. This Soviet arrangement petrified the officials, for the captain usually is the man on whom responsibility for law observance is placed.

Refuse to Confiscate Hohenzollern Properties

The first national referendum under the republican constitution of Germany, held recently to decide the question of expropriating without compensation the entire properties and estates of the former rulers, with particular interest centring on the former German Emperor and the Hohenzollern family, failed to poll an affirmative vote of half the eligible electors. The adoption of the measure depended on whether half the electorate, namely about 20,000,000, voted affirmatively. The final returns showed: Affirmative, 14,889,703; negative, 542,311. The reports told of clashes in various cities, including Magdeburg and Halle, where several communists were killed. However, the vast holdings of the former ruling houses of Germany, though safe for the present, are partially threatened by a compromise bill which is to be taken up in the German Reichstag. This bill takes scant cognizance of their claims. Not only does it make retroactive numerous previous settlements entered into with Prussia and other federated states, but it also disregards the alleged titles to numerous castles and palaces.

The BOOK TABLE

KING ARTHUR: THE STORY OF THE ROUND TABLE. By Paul Treswick. Cloth. Illustrated. 420 pages. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

Nothing written in five hundred years has dimmed the interest of scholars and nothing is likely ever to lessen public appreciation of the masterpiece of English literature four and a half centuries ago, and this is an attractive edition in its modernizing of Old English as well as in type and illustrations.

While the King Arthur phase of the book is both reliable and attractive the author is seriously at fault when he says so confidently in his foreword that Caxton was the world's first printer when in fact he was practically the last of the group of early printers. Gutenberg had printed the Bible from type a quarter of a century before Caxton printed Sir Thomas Malory's "King Arthur," and before Caxton thought of printing the art was in action first in Germany, then in Italy, then in France. The most that can be said is that Caxton was the first printer in England, and England was the first country in which the printing was primarily in the vernacular. By no stretch of the imagination can Caxton be called the first printer in the world.

SHERIDAN LANGUAGE SERIES. Speaking and Writing English, Fifth Grade. By Bernard M. Sheridan, Superintendent, Lawrence, Mass., Clare Kleiser, Principal, Elementary School, New York City, and Anna I. Mathews, Principal Junior High School, New York City. Chicago, New York, Boston: Benjamin H. Sanborn & Company.

"The Sheridan Plan" of learning to speak and write English skilfully and attractively is as definite an ideal as any in learning geography or arithmetic. It is more difficult to create a nationally recognized plan in English than in any other subject because a vast number of eminent teachers of English have their own clientele which often dominates a local district. Mr. Sheridan's rare genius in making a home run with a professional idea and his mastery of the entire game of having children learn English has attracted attention in all sections of the United States so that "The Sheridan Plan" has a genuine foundation for its claim as the directing feature in the functioning of the books in his English series.

SEEING AMERICA. Book One, Farm and Field. Book Two, Mill and Factory. By Walter B. Pitkin and Harold F. Hughes. Each Book in Cloth and Profusely Illustrated. New York: The Macmillan Company.

With an entirely new literary and educational device Messrs. Pitkin and Hughes present the American people in action. They use the fictional form most effectively, capturing the attention of boys and girls to various basic geographic principles of which they know something, and of which they are glad to know vastly more, especially when they can learn it in story form.

CLASSROOM TESTS. A Handbook on the Construction and Uses of Non-Standard Tests for the Classroom Teacher. By Charles Russell, Ph.D., principal, the Massachusetts State Normal School, Westfield. Boston, New York, Chicago, Atlanta, Dallas, Columbus, San Francisco: Ginn and Company.

Dr. Charles Russell, now the successful principal of one of the traditional professionalized state normal schools of Massachusetts, had a non-traditional preparation for the making of a highly modernized normal school which he is making in Westfield. The most notable of his professional experiences was in Toledo, where he demonstrated remarkable personality in creating some educational non-standard activities which functioned skilfully and artistically.

A group of teachers from a school who had attended a late afternoon university class conducted by Dr. Russell, who by the way is a son of Dean James E. Russell of Teachers College, began to adapt his methods for use in their own classrooms, and developed early forms of the tests described in "Classroom Tests." The immediate results of the work were generally good, and in a few instances of outstanding interest. For example, in one upper-grade classroom, two boys, uninterested in the school program, difficult to handle, bent upon completing school at the earliest possible moment, and unmoved by the efforts of the teacher, were suddenly galvanized into sustained school effort by the challenge of the tests. Crude as were these early tests, they proved themselves none the less a promising teaching-device.

The experience of Dr. Russell in his work in Toledo, expanded, vitalized and clarified by his abounding common-sense, laid the foundation for success attending his subsequent professional activities.

Dr. Russell's non-standard "Classroom Tests" are an important contribution to a sane modernizing of the art of teaching.

GREGG SHORTHAND JUNIOR MANUAL. By John Robert Gregg. Cloth. 170 pages (5 by 7 inches). New York, Chicago, Boston, San Francisco: The Gregg Publishing Company.

The Gregg specialists make an important distinction between shorthand with a vocational aim and that with a non-vocational aim, and the Junior Manual has the latter writers in mind. The fact magnified by Colonel Leonard P. Ayres that ten words—*the, of, and, to, a, in, that, it, is, I*—constitute one-fourth of all words used in non-vocational writing, and practically all used in vocational writing. The "Junior Manual" makes rapid writing of two-thirds of the commonest words used by most persons and then tells how to write other words by the application of simple principles.

THE HYGIENIC PIG AND OTHER STORIES. By Janet Field Heller. Illustrations by Ludwig and Regina. Chicago: Beckley-Cardy Company.

This book of wholly new stories for little people has a purpose in every story and its meaning is so clearly brought out by ingenious pictures that the lessons are inescapable by every child who reads, and every child will read who has a chance. "The Hygienic Pig," the first lesson, is the height of curiosity, and the last story, the fifteenth, on "The Morning Glory," is as beautiful as "The Hygienic Pig" is curious.

IMPERTINENT POEMS. By Edmund Vance Cooke. Cloth. Illustrated. New York: Dodge Publishing Company.

Edmund Vance Cooke is at his best in "Impertinent Poems." One of his special attractions is the informality of his approach to his message. The reader is not quite sure what he is going to say next, or whether or not the reader is the one to be hard hit before the verses, and the Saturday Evening Post puts the case skilfully: "They are impertinent because they walk right up and take you by the shoulders without an introduction. They talk plainly about everyday things in the everyday business life of the everyday man, and they don't mince it."

THE LITTLE BOOK OF ENGLISH COMPOSITION. By E. A. Cross, Ph.D., Colorado State Teachers College, Greeley. Cloth. 175 pages. Boston: Little, Brown and Company.

Dr. Cross has demonstrated rare skill in teaching student teachers to teach boys and girls to write correctly and interestingly, which is the highest test of long distance transmission of Teachers College power. He distinguishes in an unusual way between teaching Teacher College students to write well and teaching them how to teach boys and girls, whom they teach, to write well.

Dr. Cross styles it "The Little Book of English Composition," which is true as to its size, but its 175 pages have as much material as any textbook on the subject usually carries and as much as any teacher uses. Dr. Cross has put into this book all the art and arts he uses in his remarkable success in teaching teachers to teach successfully.

SPEECH CORRECTION. By Richard C. Borden and Alvin C. Busse, co-directors of Speech Clinics, New York University. New York: F. S. Crafts and Company.

New York University is specializing along many lines and always by specialists, and one of its notable departures is in Speech Correction, and this volume by the co-directors of this department treats all of the major forms of defective speech including such as: Foreign dialect, provincial dialect, nasality, harsh tone qualities, stuttering, lisping, baby talk, cleft palate speech, stammering, thick speech.

In a practical way it furnishes teachers, parents, physicians, and surgeon-dentists with information which will make possible the systematic diagnosis and treatment of all ordinary speech defects.

THE BENT TWIG. By Dorothy Canfield. Prepared for school use in Introduction and Notes by Marian W. Skinner, the Katherine Gibbs School, Boston. Cloth. 496 pages. New York: Henry Holt and Company.

A novel by Dorothy Canfield needs no word of commendation. She has made an important place for herself among American novelists. Born in Lawrence, Kan., where her father, Dr. Canfield, was a professor in the State University, she spent her girlhood in Lincoln, Nebraska, when her father was president of the State University, and her young womanhood in Columbus, Ohio, when her father was president of the State University of Ohio, and began her enlarged literary life in New York City when her father was the librarian of Columbia University. As a result she evolved her exceptional personality in the official families of the four important universities in four characteristic states, and her best literary work has the color of her childhood, girlhood and young womanhood. With an intimate friendship with Dr. Canfield when he was president of the National Education Association in 1890, for the years leading up to his election and ever after it has been interesting to see the unfolding of her genius into the masterfulness in which the parents found such prideful joy. It is especially fitting that the schools should read "The Bent Twig."

THE PRACTICE OF TEACHING IN THE SECONDARY SCHOOL. By Henry C. Morrison, University of Chicago. Cloth. 661 pages. The University of Chicago Press.

Nowhere else can there be found in one volume anything approaching Dr. Morrison's comprehensive constructive criticism of teaching as it is and as it should be from the fourth to the fourteenth year inclusive, or from the end of the primary school to the end of the junior college—the period in which the boy begins real school work and is ready for real university work.

Henry C. Morrison is especially equipped by personality and experience to deal scholastically and professionally with the school problems as related to out-of-school problems. He realizes that the public school idea has set in motion a stupendous power which none, not even school people appreciate.

In his treatment of the "Practice of Teaching" boys, girls and youth from nine to nineteen years of age Dr. Morrison grapples with problems whose full significance we cannot fathom, but which we must attack for very existence sake. We cannot turn back. We must go forward. This makes inevitable the substitution for the canal methods of the past "intensive, systematic procedures in the hands of very highly trained workers, governed and led by still more highly trained executives and boards of control."

Dr. Morrison has no patience with any attempt to find a specific patent-medicine cure-all for the pains and annoyances of modern life. He seeks a healthy, robust, vigorous boyhood, girlhood and youth which will not faint in a civic, social, industrial, economic manhood and womanhood able to solve the ever increasing complexity of a democratic civilization.

Nowhere else is there to be found in one book or in twenty books so much of reverence for the best of the past, so much sane appreciation of whatever is best in the schools of the present and so much intelligent faith in the possibilities of the best of the future.

There is one serious situation as one realizes the superiority of this educational masterpiece. The teachers and school officials of today are not willing to purchase or read a book of six hundred and sixty pages. They expect to maintain scholastic vigor and educational morale by the leisurely enjoyment of professional golf.

A TOUR ON THE PRAIRIES. By Washington Irving. Edited by George C. Wells and Joseph B. Thoburn of Oklahoma. Cloth. Illustrated. Oklahoma City: Harlow Publishing Company.

Too much praise cannot be given the Harlow Publishing Company for this book, especially for the "Notes," which interpret many highly important and exceedingly interesting references of Irving in his "Tour on the Prairies." It is hard to realize that Irving, in 1832, really traveled in the interior of what is now Oklahoma, into the Canadian Valley south of what is now Oklahoma City. Edward Everett's appreciation of "A Tour on the Prairies" is the best possible endorsement of it as a literary treasure. "'A Tour on the Prairies' can scarcely be called a book of travels, for there is too much painting of manners and scenery, and too little of statistics; it is not a novel, for there is no story; and it is not a romance, for it is all true. It is a sort of sentimental journey, a romantic excursion, in which nearly all the elements of several kinds of writing are beautifully and gayly blended into a production almost *sin generis*. . . . We thank Irving for turning these poor barbarous steppes into classical land, and joining his inspiration to that of Cooper in breathing life into a circle of imagery, which was not known before to exist, for the purposes of the imagination."

Personally we are especially appreciative of this reproduction of a genuine American classic, for my love for Oklahoma is ardent because we have known that country from territorial days.

DOT AND DAVID. By Mabel Hubbard Johnson. Cloth. Highly Illustrated. New York, Cincinnati, Chicago, Boston, Atlanta: American Book Company.

This is a charming children's book. We think it will be one of the new books that will never grow old. It is fascinating from start to finish. It is a boys' book and a girls' book and above all it is a boy's dog's book and a girl's dog's book.

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GRINS BETWEEN GRINDS

To Be Continued

Little Anna was drawing a picture with pen and ink on her paper. It turned out to be a mouse without a tail. "Where is the tail?" asked her father. For a moment she was puzzled, then said: "Why, it is still in the ink bottle."

Correct!

English Prof.—"Correct this sentence: 'Before any damage could be done, the fire was put out by the volunteer fire department.'"

Frosh—"The fire was put out before any damage could be done by the volunteer fire department."

Help Which?

"Look at that ruffian beating up poor Professor Jones! Let's go over and help him."

"It's too light; the prof might recognize us."—Denison Flamingo.

English by Ear

Professor—"Give me a sentence with the word 'boycott' in it."

Pupil—"Farmer Jones chased his son and didn't catch him till his boycott on a wire fence."—Good Hardware.

Tortured

"Did your wife scold you when you came in late last night?"

"Hu'um, my wife used to be a school teacher. She made me sit up and write 'I must be in by ten o'clock' one hundred times."—Northwestern Colt.

Whatever That Means

Old Gentleman (to college graduate)—"A deplorable sign of the times is the way that the English language is being polluted by the inroads of slang."

College Graduate—"You sure slobbered a bibful, sir."

Mose Is Out of Luck!

A West Virginia darky, a blacksmith, recently announced a change in his business, as follows:—

"Notice: De copardnership heretofore resisting between me and Mose Skinner is hereby resolved. Dem what owe de firm will settle with me, and what de firm owe will settle wid Mose."—The Progressive Teacher.

Ouch!

Sick Child—"I want to be read to."

Nurse—"What book do you want to be read to out of?"

Sick Child—"Robinson Crusoe."

The nurse then goes out and returns with "The Swiss Family Robinson."

Sick Child—"What did you bring me that book to be read to out of from for?"

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Laugh It Off

A woman's magazine recently asked its readers to tell what single thing they considered the greatest help to them in their homes. The replies were many and varied. Every conceivable article was mentioned from five-cent pads of steel wool to electric ranges. There were ironers, labels, washers and cook books, cabinets, hooks, reminders and hash. One suggested keeping a penny bank and another a budget system for a $10,000 income. But they all missed the surest household aid of all—the one possession that is without a rival in helping a woman in her home.

This is something which can be installed in the poorest or the richest homes and is equally attractive in all. It is guaranteed to make lighter all a woman's work, to smooth over all family difficulties, to keep the men folks at home, the flapper members manageable and the babies cooing. It is not only useful but ornamental. As a beauty aid it is unsurpassed, and faithful use of it is guaranteed to cut the beauty parlor expenditures in half. It is a sense of humor—the most lovable and attractive quality that a woman can have. If God can love a sour-faced woman, it is only because He is omnipotent. But from a poor, human, workaday man, you cannot expect such power and virtue.

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THE ARLO BOOKS

READING—INTERPRETATION—EXPRESSION

I have just returned from a visit to the meeting in England of the National Union of Teachers.

While I was there, Mr. Tom Bevan, a master, became interested in the Arlo Plan. He asked for a book or two for a more careful reading. A day later he asked me if I would call on Sampson, Low, Marston, Ltd., in London, where he acted as editor of the Education Department. Mr. Rymer, the managing director, seemed to like the books, and the plan, as much as did Mr. Bevan.

The result was a contract, under which Sampson, Low, Marston, one of the strongest houses in England, will publish the whole **ARLO** series as the leader in their educational group.

The type and composition will be copied to the smallest detail, as they were kind enough to say that there is nothing in England that compares with this work in the **ARLO** series.

I hardly expected to rouse much interest with any American book in English educational circles, as this is a rare occurrence, so you must excuse me if I tell you about it.

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CLEMATIS	.60	**WHO KNOWS**	.50
ARLO	.55	**PATHWAYS**	.80

BY BERTHA B. AND ERNEST COBB

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NEWTON UPPER FALLS, MASS.

Of all God's creatures we are the only ones whom He has endowed with the ability to see a joke. Surely that is gift enough to compensate for anything. So what if the biscuits burn?

Laugh it off!—Exchange.

Meetings To Be Held

JULY.

28-29-30: National Association of Teachers in Colored Schools, Hot Springs, Ark. W. W. Landers, Charleston, W. Va.

28-30: National Association of Teachers in Colored Schools, Hot Springs, Ark. R. S. Grossley, State College for Colored Students, Dover, Del.

SEPTEMBER

7-8: Mathematical Association of America, Columbus, Ohio. W. D. Cairns, Oberlin College, Oberlin, Ohio.

10: Massachusetts State Normal School Teachers, Bridgewater.

OCTOBER.

7-9: Division Meetings of Minnesota Educational Association, at Winona, Mankato, Moorhead, Crookston, Virginia, Bemidji, St. Cloud. H. C. Bell, president.

12-15: Wyoming State Teachers Association, Casper. J. C. Knode, Laramie.

21-23: Indiana State Teachers Association, C. O. Williams, secretary, Indianapolis, Indiana.

21-23: West Tennessee Education Association, Memphis. O. H. Jones, secretary, State Teachers College, Normal, Tenn.

21-23: Utah Education Association at Salt Lake City. J. T. Worlton, Salt Lake City.

22: Franklin County Teachers' Association, Greenfield, Mass. Mildred Hartwell, president.

22-23: All States Vocational Home Economics Conference, Springfield, Ill., Adah Hess, Springfield, Ill.

22-23: Illinois Home Economics Association, Springfield, Illinois, Adah Hess, secretary, Springfield, Ill.

25-27: Association of American Medical Colleges, Cleveland, Ohio. Fred C. Zapffe, 3431 Lexington street, Chicago, Ill.

25-28: National League of Compulsory Education Officials, Nashville, Tenn. John A. Parker, 63 Pynchon street, Springfield, Mass.

27-29: Washington Education Association, Spokane and Seattle. W. H. Grayam, Puyallup.

28-29: Illinois State School Board Association, Belleville. Mrs. G. A. Stover, secretary, Oak Park, Ill.

28-29-30: West Virginia State Education Association, Clarksburg, W. Va., W. W. Trent, secretary, Elkins, W. Va.

28-29-30: Rhode Island Institute of Instruction, Providence. Clara E. Craig, secretary, Providence.

28-29-30: Annual meeting of Northeastern Missouri Teachers' Association. H. G. Swanson, secretary, Kirksville, Missouri.

NOVEMBER.

1-6: Iowa State Teachers Association, Des Moines. E. C. Lynn, Donnellson, Iowa.

1-6: Association of Urban Universities, Brown University. Dr. W. M. Lewis, secretary, George Washington University, Washington, D. C.

4-6: Minnesota Education Association, St. Paul. H. C. Bell, president.

4-5: Iowa Association of Teachers of English, Des Moines. A. Starbuck, secretary. State Teachers College, Ames, Iowa.

4-5-6: Iowa State Home Economics Association, Des Moines. Lillian G. Orr, Sioux City, Iowa.

4-5-6: Kansas State Teachers Association, Topeka, Hutchinson, Hays and Chanute. A. J. Stout, Topeka, Kansas.

4-5-6: Wisconsin Teachers Association, Milwaukee.

4-6: Association of American Universities, Evanston, Ill. A. H. Lloyd, University of Michigan, Ann Arbor, Michigan.

5-6: Pennsylvania Association of Deans and Advisers of Women, Harris Hotel, Harrisburg. Laura H. Carnell, secretary, Temple University, Philadelphia, Pa.

9: Women's Educational and Industrial Union, Perkins Hall, 264 Boylston street, Boston. Margaret McGill, secretary, Boston.

10-13: Missouri State Teachers Association, Kansas City, Dr. E. L. Hendricks, president, Central Missouri Teachers College, Warrensburg..

10-13: Missouri Society of Teachers of History and Government. Edgar B. Wesley, secretary, University City, Mo.

11-13: Arkansas State Teachers Association, Little Rock. Ury McKenzie, Hot Springs.

11-13: Association of Urban Universities, Providence, R. I. W. H. P. Faunce, Brown University, Providence, R. I.

12-13: Colorado Education Association, Denver, Grand Junction, Pueblo, H. B. Smith, secretary, 520 Commonwealth Building, Denver.

15-16: National Association of State Universities of United States of America, New Willard Hotel, Washington, D. C. E. H. Lindley, Lawrence, Kansas.

22-25: South Dakota Education Association. C. S. Hall, Bellefourche, S. D.

25: Virginia English Teachers Association, Roanoke. H. A. Miller, Jr., Petersburg, Va.

23-26: Public School Trustees' Association of Virginia, Roanoke, E. G. McGhee, Charlotte, Va.

25-26-27: National Council of Teachers of English, Palmer Hotel, Chicago. F. W. Gosling, superintendent of schools, Madison, Wisconsin.

26-27: Maryland State Teachers' Association, Baltimore. H. W. Caldwell, secretary, Elkton, Md.

26-27: Association of Colleges and Preparatory Schools of the Middle States and Maryland, Buffalo, N. Y. Dr. George W. McClelland, University of Pennsylvania, Philadelphia, secretary.

27: Association of Modern Language Teachers of the Middle States and Maryland, Buffalo, N. Y. Miss Elsie I. Jamieson, Kensington High School, Philadelphia, secretary.

28-29: Association of Teachers of Mathematics in the Middle States and Maryland, New York, N. Y. Elsie V. Bull. West Chester, Pa.

28-30: American Historical Society, Rochester, N. Y. D. C. Munro, Princeton, N. J.

DECEMBER..

2-3: Association of Colleges and Secondary Schools of the Southern States, Jackson. Miss W. D. Hopper, University of Georgia, Athens, Ga.

2-3: Association of Colleges and Secondary Schools of the Southern States. N. W. Walker, Chapel Hill, N. C.

20-21: American Association of Teachers of Spanish, El Paso, Texas (Professor W. S. Hendrix, Ohio State University, Columbus, Ohio).

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